



# Technology and Learning Connections

*Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.*

## Designing an Effective and Equitable MTSS for All Students through Universal Design for Learning

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### Handouts

UDL Implementation Process.....	Page 2
UDL for Principals.....	Page 4
UDL Handout for Teachers .....	Page 10
Specially Designed Instruction in an MTSS.....	Page 12
UDL 20 Hour Professional Development.....	Page 16

### Resources

Hattie, J., Yates, G. (2014). Visible Learning and the Science of How We Learn. Routledge, NY <http://amzn.to/1knntjY>

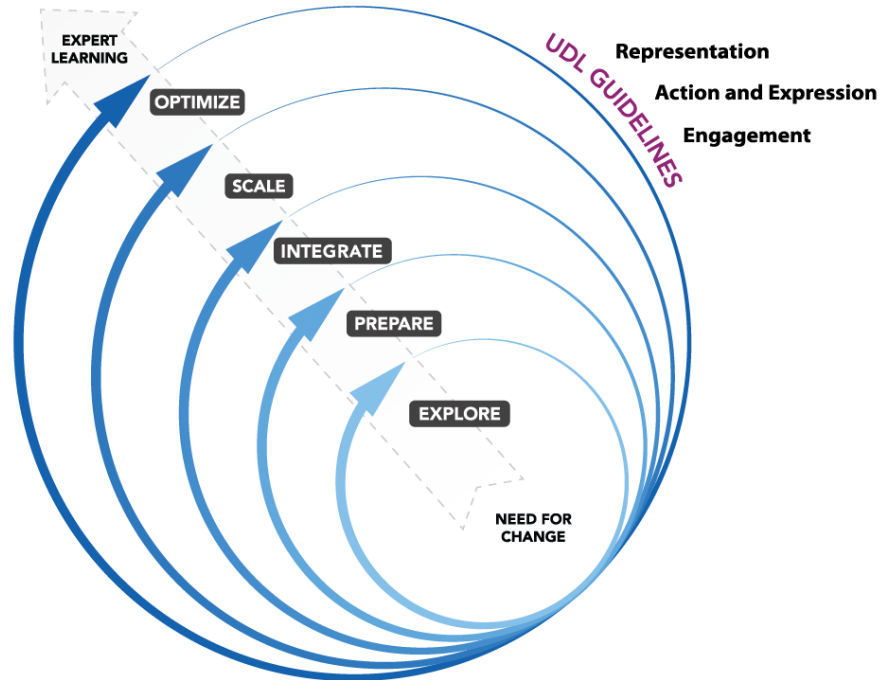
Rose, D., Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD Retrieved from <http://bit.ly/1QPSRLt>

Rose, D., Meyer, A., Gordon, D. (2014). Universal Design for Learning: Theory and Practice. CAST Retrieved from <http://bit.ly/1ZVkZmG>

Specially designed instruction for students with disabilities within a multi-tiered system of supports. (n.d.). Retrieved from <http://bit.ly/1QPT0i0>



# CAST Universal Design for Learning Implementation Process



## UDL Implementation Phases

Implementation experts suggest that systemic change tends to occur over time (possibly 3-7 years) in predictable ways.<sup>1</sup> The following is a summary of areas of focus for district leadership during each of the five phases of the UDL Implementation Process.



**Explore:** During this phase, district leaders *investigate UDL* as a framework for curriculum design and decision making, *raise awareness* about UDL among key district decision-makers, and *determine interest and willingness* to pursue UDL implementation.

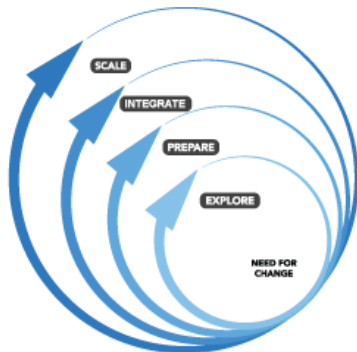


**Prepare:** During this phase, district leaders *create a climate* that accepts variability as the norm, *conduct a self-reflection* to examine district policies, processes, and practices, including strategic personnel and organizational structures, and *define a vision*, measurable outcomes and an action plan.

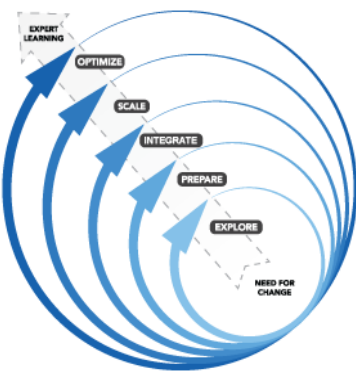
# CAST Universal Design for Learning Implementation Process



**Integrate:** During this phase, district leaders provide professional learning opportunities to *develop educator expertise*, *create processes* and resources to support integrating UDL with practices that already exist, and *create procedures* and protocols for reviewing and evaluating outcomes.



**Scale:** During this phase, district leaders *enhance effective processes* and organizational supports, *expand practices* throughout the system, and *promote a community* of practice to support shared learning across the system.



**Optimize:** During this phase, district leaders strategically *predict and plan* for internal and external change that could impact UDL implementation, embed processes that allow for innovation while *maximizing continuous improvement*, and cultivate and *enhance a UDL culture*.

## UDL Implementation Process

UDL implementation is a process of change that tends to occur in a recursive, continuously improving cycle of learning and progressing<sup>ii</sup> (Ganley & Ralabate, 2013). While the change that occurs during the process of systemic UDL implementation is predictable, it is also flexible. Importantly, the five UDL implementation phases may exist as discretely separate, sequential periods of focus for some schools/districts or they may overlap or repeat in a recursive manner for other schools/districts.

<sup>i</sup> Fixsen, D.L., Naoom, S.F., Blasé, K.A., Friedman, R.M. & Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

<sup>ii</sup> Ganley, P. & Ralabate, P. (2013). A Tale of Four Districts. Retrieved June 11, 2013 from <http://www.udlcenter.org/implementation/fourdistricts>.

# Principal's Research Review

Supporting the Principal's Data-Informed Decisions

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## Universal Design for Learning: Strategies Principals Can Employ in Their Schools

By Amy Katzel and Curtis Richards

**M**any adolescents have a difficult time transitioning from school to work or college and from home to independent living. During this transitional time, all students benefit from developing and practicing real-world skills and learning to apply them while they are still in the classroom. The development of those skills is important for keeping students engaged in school and moving toward college and career readiness.

How do school leaders keep students engaged in learning? What can principals do to help classroom teachers connect with all their students, including those at risk of dropping out and those with disabilities?

Proven strategies include implementing an inclusive learning strategy, known as universal design for learning (UDL), to reach a broader diversity of learning styles in the classroom. Every student learns differently, so

instructors need to educate students using a variety of ways to think, learn, and solve problems independently and effectively. Students also benefit from being able to demonstrate their knowledge in a variety of ways, which then leads to better assessment of student progress.

Teachers can employ the following strategies to better prepare all students for a lifetime of academic and professional success.

### Universal Design for Learning Strategies

UDL promotes a framework that makes course instruction, materials, and content accessible and engaging for students of all learning styles. Incorporating UDL into the general education curriculum means offering multiple, flexible ways for students to receive information and demonstrate their skills. The

*Universal Design for Learning (UDL) promotes a framework that makes course instruction, materials, and content accessible and engaging for students of all learning styles.*

## Just the Facts

- The National UDL Task Force demonstrates that implementing inclusive strategies is feasible because it does not require teachers to add more to their existing lessons; UDL simply calls for different ways of presenting the same information, therefore allowing more learners to access the lesson effectively.
- CAST also stresses the importance of maintaining a high-quality curriculum based on standards. In fact, UDL stems from every learner's right to a high-quality education, a right that is recognized by multiple federal education laws (e.g., NCLB, IDEA).
- UDL is not about doing more, but rather about doing things differently so that every type of learner can reach his or her potential academically and, ultimately, professionally.
- As a complement to the educator's teaching strategies, each student can also do his or her part to understand how he or she learns best ([Learning How to Learn: Successful Transition Models for Educators Working with Youth with Learning Disabilities](#)).

strategies provide both physical and cognitive access to the curriculum while maintaining high achievement standards for all students.

Although UDL is particularly useful for students with learning disabilities, it benefits everyone in today's diverse classroom. For example, video captioning helps students with hearing impairments, but it also helps English language learners, students who are struggling readers, students with attention deficits, and even students working in a noisy classroom (National UDL Task Force, 2008).

The [National UDL Task Force](#) demonstrates that implementing inclusive strategies is feasible because it does not require teachers to add *more* to their existing lessons; UDL simply calls for *different* ways of presenting the same information, therefore allowing more learners to access the lesson effectively.

The [Center for Applied Special Technology \(CAST, 2012a\)](#) recommends that when implementing the UDL model, instruction should maintain these overarching principles:

- Multiple means of *representation* to give learners various ways to acquire information and knowledge
- Multiple means of *expression* to provide learners alternatives for demonstrating what they know
- Multiple means of *engagement* to tap into learners' different kinds of interests and motivations.

[CAST](#) also stresses the importance of maintaining a high-quality curriculum based on standards. In fact, UDL stems from every learner's right to a high-quality education, a right that is recognized by multiple federal education laws (e.g., NCLB, IDEA). Those laws aim to prevent separate educational agendas for students with disabilities, and they also hold teachers, schools, districts, and states responsible for ensuring that all students demonstrate progress according to the same standards. However, CAST (2012b) points out that the major roadblock to achieving this goal is the curriculum, which is still too rigid to meet the needs of all types of learners. Most remedial efforts to modify these limitations af-

ter the fact are expensive and inefficient for teachers, and are often ineffective for students.

### Inclusive Teaching Using UDL

Principals know that a teacher's approach in the classroom can truly make the difference in a student's ability to learn and succeed. Since every student learns differently, it does not make sense to teach toward a narrowly defined learner. UDL acknowledges the need to reduce learning barriers and incorporate activities that benefit all students. One of UDL's strengths is that it addresses the learning process from all angles, including the teacher's delivery of the material, the student's expression of understanding, the teacher's assessment of a student's progress. As a result, UDL improves the whole course of learning, maintaining high expectations for all students while meeting diverse learning needs and effectively monitoring student progress. In other words, UDL enhances outcomes for both the student and the teacher.

Principals and other school leaders can work with their classroom teachers to infuse the following eight UDL strategies, promoted by the University of Washington's (2013) [DO IT](#) Project, into all aspects of the classroom throughout the day.

1. **Class climate:** Adopt practices that reflect strong values with respect to both diversity and inclusiveness;
2. **Interaction:** Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants;
3. **Physical environments and product:** Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations;
4. **Delivery methods:** Use multiple, accessible instructional methods that are accessible to all learners;
5. **Information resources and technology:** If your course uses computers as information resources, ensure that these systems employ

**Table 1**

By incorporating diverse teaching methods and adopting more-appropriate curriculum standards, educators improve youth outcomes. The following table outlines various methods that teachers can use in the classroom to carry out each UDL principle, and reach more students in the class.

## Universal Design for Learning Model

Instructional Supports	Sample Classroom Application*
<p><i>Multiple means of <b>Representation</b></i></p> <ul style="list-style-type: none"> <li>■ Gives learners various ways of acquiring information and knowledge</li> </ul>	<p>Use interactive white boards and word processors to:</p> <ul style="list-style-type: none"> <li>■ Vary font</li> <li>■ Color code</li> <li>■ Highlight text</li> <li>■ Enlarge text</li> <li>■ Create and use graphic organizers, rubrics, and mnemonic devices with pictorial supports, particularly for rules and standards</li> </ul>
<p><i>Multiple means of <b>Expression</b></i></p> <ul style="list-style-type: none"> <li>■ Provides learners alternatives for demonstrating what they know</li> </ul>	<ul style="list-style-type: none"> <li>■ Incorporate blogs and electronic discussion boards to develop writing, reading and responding with other students and/or teachers</li> <li>■ Share information through song writing, drawing, poster presentations, and playwriting</li> </ul>
<p><i>Multiple means of <b>Engagement</b></i></p> <ul style="list-style-type: none"> <li>■ Taps into learners' interests, offering appropriate challenges and increasing motivation</li> </ul>	<ul style="list-style-type: none"> <li>■ Offer audio supports (i.e. MP3 recordings)</li> <li>■ Offer E-Readers</li> <li>■ Design and present brochures, poster presentations, art work, plays and songs using concept definitions, rules, and theories</li> <li>■ Integrate peer collaborations/group projects with individual work</li> </ul>

Adapted from CAST (2012a) materials.

\*Educators do not have to use all of these methods at once.

- accessible design, consider accessibility options, and that systems are in place to make technology-related accommodations;
6. **Feedback:** Provide specific feedback on a regular basis;
  7. **Assessment:** Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly; and,
  8. **Accommodation:** Plan for accommodations for students whose needs are not met by the instructional design.
- Above all, school leaders and instructors should

approach educating all students with the shared determination to maximize each student's strengths. All students have both strengths and weaknesses when it comes to learning and developing skills for school and the workplace. Educators can use techniques that call on those strengths, especially when certain talents can help in an area in which a student has difficulty. These methods, known as *compensatory techniques*, allow students to conquer tasks that they may have found insurmountable before.

Students may go through years of schooling with the impression that they cannot perform well on cer-

tain tasks. When a teacher introduces compensatory techniques, not only does the student succeed at the task, he or she also builds self-confidence and self-determination. Using compensatory techniques also begins a process in which the students begin to carry out these techniques on their own, allowing them to develop successful long-term learning habits they can use in any setting. (To learn more details about compensatory techniques as an effective teaching strategy, visit [www.ncwd-youth.info/ld-guide](http://www.ncwd-youth.info/ld-guide))

### Additional UDL Strategies for Students with Disabilities

There are additional UDL-related strategies that meet the individualized needs of students with disabilities that principals and classroom teachers should become familiar with. Although some products are fee-based, studies have demonstrated that many accommodations are low cost and have significant positive impact for school and work environments. According to the [Job Accommodation Network](#) (2012), a technical assistance service from the US Department of Labor's Office of Disability Employment Policy (ODEP), most accommodations cost less than \$500 and many are free.

**Read aloud accommodations.** Educators should be trained on using computer-based read aloud support for instructional and assessment purposes. This type of accommodation (products include Read/Write Gold and ReadPlease for example) allows students with visual or reading disabilities to read and summarize text independently. However, if students do not know how to use the technology, teachers should be able to provide explicit instructions and suggest ways in which students can manipulate computer-based programs to achieve comprehension fluency and reader independence.

Practice computer-based test taking opportunities to teach students how to appropriately answer questions. Teachers may instruct students to:

1. Highlight key words in the questions
2. Skim the paragraphs from top to bottom to search for these same words in the passage
3. Highlight the portion of a passage (using the

navigation tools) that contains the same key words in the passage

4. Guide students to cross check the highlighted passage along with the questions to determine if the answer fits the question.

**Assistive technology supports.** Assistive technology (AT) devices vary, and some teachers may require additional training to incorporate them in the classes. AT devices can include, but are not limited to: pencil grips, highlighters, reading guides, magnifying lens, slant boards for writing, electronic dictionaries, digital text, audio books, reading pens, talking calculators, text-to-speech software or word prediction software, iPods, iPads, and electronic spellers.

**Web-accessibility guidelines.** Principals, teachers, and other school personnel would also benefit from training to promote effective facilitation of web-based interaction so that students can successfully acquire concepts taught online. Key elements for educators to keep in mind to determine the appropriateness of a website might include:

- Use alternative text for graphics
- Design pages that do not rely on color alone to convey information
- Identify row and column headers and provide summaries for tables or graphs
- Avoid blinking or scrolling text
- Avoid animated graphics
- Allow users to skip repetitive navigation links
- Provide a breadcrumbs alternative to navigation or site map
- Include directions and cues within an online form
- Organize documents so they may be read without style sheets; implement headings, lists, and outlines
- Limit the use of frames or provide a 'no frames' alternative.

The first and most important step for educators is implementing UDL into the classroom curriculum and design. Principals, district and school administrators, and mentor teachers can play a significant leadership role in achieving that goal. A teacher's ap-



proach can make the difference between a student's struggle and success. Beyond utilizing UDL inclusive strategies and compensatory techniques, educators can do even more to deliver UDL to more students.

To promote the use of UDL, educators can:

- Serve on curriculum selection committees and encourage school districts to invest in curriculum materials that incorporate UDL principles;
- Demonstrate how to use UDL principles to their teaching colleagues
- Request professional development on UDL for all educators in their school or district (National UDL Task Force, 2008).

There is also a great online community called UDL Connect from the National Center on Universal Design for Learning. Teachers can join UDL Connect (<http://community.udlcenter.org/>) and learn from other educators who are using UDL in their classrooms around the country. CAST recently launched [UDL Exchange](#), a free website community that enables educators to create, mix, and share lesson plans and other teaching resources based on UDL principles and aligned to the Common Core State Standards.

Applying the UDL instructional strategies to a classroom leads to more effective learning for more students. Better outcomes for students mean better outcomes for schools, teachers, and communities. UDL is not about doing more, but rather about doing things differently so that every type of learner can reach his or her potential academically and, ultimately, professionally. Currently, schools and employers are not doing enough to reach a broad diversity of learning styles, including students with learning disabilities. By incorporating UDL, educators embrace their responsibility to identify and carry out teaching methods that inform and engage every student. In turn, all students can demonstrate their understanding of material, and educators can better assess student ability and progress. Teachers should also seek out specific training and professional development opportunities to improve inclusive lesson designs, work more effectively with students with

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disabilities, and promote UDL to other educators.

As a complement to the educator's teaching strategies, each student can also do his or her part to understand how he or she learns best (see "[Learning How to Learn: Successful Transition Models for Educators Working with Youth with Learning Disabilities](#)," [NCWD, 2012]). Through these strategies, more students, including those with learning disabilities, can become self-sufficient and achieve academic and ultimately professional success. [PRR](#)



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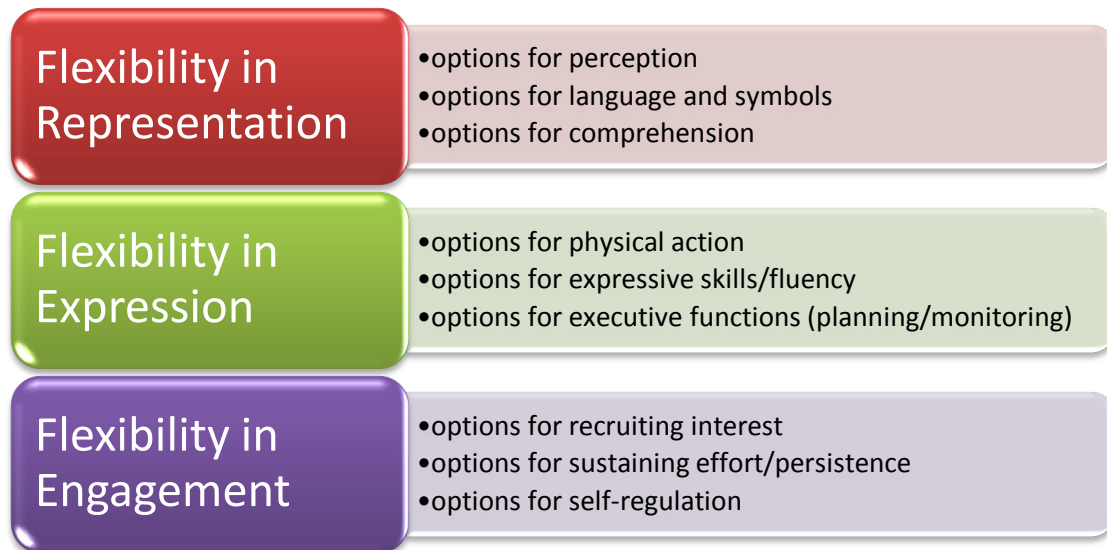
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# Technology and Learning Connections

## Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles designed to guide curriculum and lesson development, ensuring that all individuals have equal opportunities to learn and can quickly engage with the instruction.



Adapted from <http://bit.ly/HkaWU5>

National UDL Center <http://www.udlcenter.org/>

CAST Learning Tools <http://bit.ly/17IFtNm>

UDL for Principals <http://bit.ly/16icxzR>



1. **Recognition Networks** – How we recognize information and categorize what we see, hear, and read. For example, students can **change the font size** of the reading material, use tools to **change the format** (e.g. from text to audio, or to braille), change the background colors, etc. **Online glossaries or dictionaries** are available to support vocabulary. **Translation tools** are provided to support multiple languages. **Advance graphic organizers** may be used to help students highlight big ideas, concepts, and relationships.



2. **Strategic Networks** – How we organize and express our ideas; plan and perform tasks. For example, students may **produce a report in an essay format, a PowerPoint format, an audio format, or a movie format**. A variety of support tools may be provided to help **students engage in progress monitoring**; e.g. setting goals and completing assignments on time.



3. **Affective Networks** – How we are challenged, excited, or interested. For example, students are able to **choose topics and viewpoints** to research. Assignments have a level of **relevance** to each student. **Hands-on activities, robotics, simulations, and immersive virtual worlds** may be used to support STEM instruction. **Collaborative activities** are used to help students connect with and work with others. Time is provided for **self-assessment and reflection** activities.



## Reading Tools - <http://www.efdlrs.net/ent/data/reading.html>



- **Natural Reader** (Win) – <http://www.naturalreaders.com> . a free text-to-speech utility that will read selected text aloud
- **Readability** (online) – <http://www.readability.com> . available as free extensions in a variety of web browsers, simplifies web page layout and adjust font size
- **Chrome & Apps** (online) – <http://www.google.com/chrome> . free web browser and apps (<http://bit.ly/1apEWXm>) that provide a wide variety of supports, such as text-to-speech (e.g. Read & Write), language translation
- **Read:Outloud** (Win Mac) - [http://www.donjohnston.com/products/read\\_outloud/](http://www.donjohnston.com/products/read_outloud/) . reading and study support program that works with web pages, digital files, pdfs
- **Wordle** (online) – <http://www.wordle.net> . tool for creating word clouds
- **Online Text Summarizer** (online) – <http://www.tools4noobs.com/summarize> . type in an URL or paste text and get a summary

## Writing Tools - <http://www.efdlrs.net/ent/data/writing.html>



- **Free Online Graph Paper** (online) – <http://incompetech.com/graphpaper/> . tools for creating a wide assortment of graph papers
- **WriteOnline** - <http://www.cricksoft.com/us/products/tools/writeonline/default.aspx> . writing tool that includes text-to-speech, word bars, and word prediction. free trial
- **Rationale** (Win) - <https://www.rationaleonline.com/> . guided reasoning and argument diagramming software
- **Science Writer** (online) – <http://sciencewriter.cast.org> . tool to support science writing assignments

## Math Tools - <http://www.efdlrs.net/ent/data/math.html>



- **MoffSoft FreeCalc** (Win) – <http://www.moffsoft.com/freecalc.htm> . basic calculator with adjustable size, colors, and a simulated paper tape display
- **WebMath** (online) - <http://www.webmath.com/> . tool that solves math problems with explanations
- **Illuminations** (online) - <http://illuminations.nctm.org/> . collection of interactive activities and math lessons, e.g. Advanced Data Grapher, Dynamic Paper
- **InspireData** (Win Mac) – <http://www.inspiration.com> . applies proven strategies of visual learning to data literacy

## Science Tools - <http://www.efdlrs.net/ent/data/science.html>

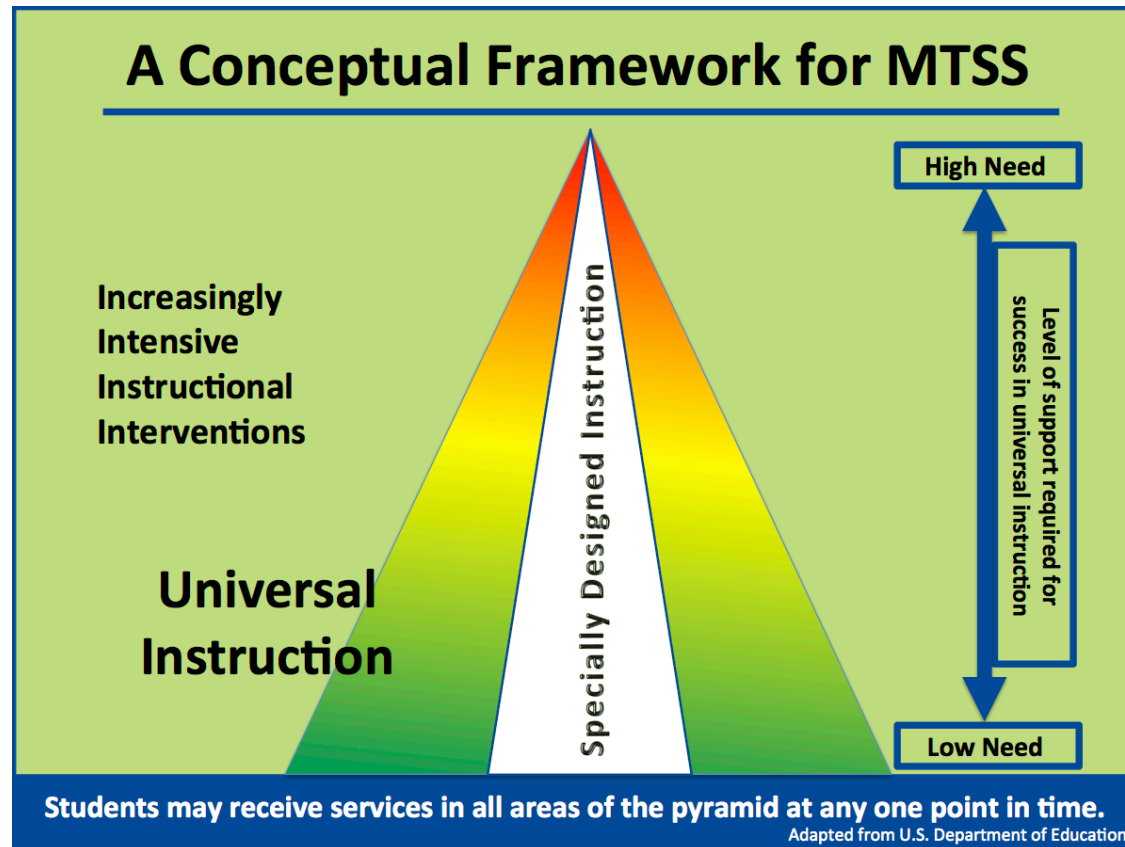


- **Education Place** (online) - <http://www.eduplace.com/kids/hmsc/> . collection of science resources and simulations from Houghton Mifflin
- **LearningScience** (online) - <http://www.learningscience.org/> . learning community for sharing newer and emerging tools to teach science
- **Windows to the Universe** (online) - <http://www.windows.ucar.edu/> . content lessons on our planet, solar system, and the universe with leveled text in English or Spanish
- **NSF Multimedia Gallery** (online) - <http://nsf.gov/news/mmg/index.cfm?s=2> . collection of science images, video, audio, and more
- **Science Buddies** (online) - <http://www.sciencebuddies.org/> . science fair project ideas, answers, and tools

## What Is “Special” About Special Education? Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

This document was developed to clarify the relationship between *Specially Designed Instruction*, *Universal Instruction* and *Interventions* within a multi-tiered system of supports (MTSS) for educators developing, improving and maintaining systems of support for all students. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 made it clear that students with disabilities are to be considered first and foremost as general education students. This distinction, along with the implementation of a multi-tiered system of supports and the standards, has prompted educators to consider the characteristics that uniquely define special education.


The graphic below illustrates the integration of specially designed instruction within an MTSS. Instruction and interventions for all students are implemented using a data-based problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). Effective universal instruction and interventions are provided for *all* students, including students with disabilities, who need various levels of supports to master grade-level standards. Students with disabilities are legally entitled to specially designed instruction, including intensive interventions, when the intensity of their needs warrants this level of support.




## What Is “Special” About Special Education?

### Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

The table below provides an in-depth explanation of the similarities and differences – as well as the inter-relatedness – of *Specially Designed Instruction*, *Universal Instruction*, and *Interventions*.


	<i>Specially Designed Instruction</i>	Universal Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		 – Applicable Across All Tiers –		
<b>Defining Characteristics</b>	<p>Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that:</p> <ul style="list-style-type: none"> <li>• Address the unique needs of a child that result from the child’s disability</li> <li>• Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3))</li> <li>• Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process</li> </ul>	<p>Instruction and support designed and differentiated for all students in all settings to ensure mastery of the standards and universal instructional goals/expectations.</p>	<p>More focused, targeted instruction/intervention and supplemental support aligned with the standards and universal instructional goals/expectations.</p>	<p>The most <i>intense</i>* intervention based upon individual student need and aligned with universal curriculum, instruction and supplemental supports.</p> <p><i>* Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.</i></p>
<b>Common Focus</b>	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
<b>Relationship to Universal Instruction</b>	Integrated and in alignment with the standards and universal instructional goals and expectations across the full continuum of learners.			

**What Is “Special” About Special Education?**  
**Specially Designed Instruction for Students With Disabilities Within**  
**a Multi-tiered System of Supports**

	<i>Specially Designed Instruction</i>	Universal Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		 – Applicable Across All Tiers –		
<b>Goal</b>	Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i)). Free appropriate public education for students with disabilities in the least restrictive environment (34 CFR §300.17).	Successful mastery of the standards and prevention of skill gaps to ensure career and college readiness.	Close skill gaps to enable successful mastery of the standards and grade-level instructional goals and expectations for learners who are struggling in the general education curriculum and setting, while ensuring the prevention of new content area gaps and supporting student engagement.	
<b>For Whom?</b>	Eligible students with disabilities (IDEA).  When applied at tier 3, these students typically demonstrate a need for <b>sustained</b> intensive interventions in order to maintain adequate rates of progress over time.	ALL students.	Any student who needs supplemental supports to master the standards.	Any student who needs intensive supports (i.e., identified problem is both intense and severe) to master the standards.
<b>By Whom?</b>	Exceptional student education (ESE) teachers and related service providers with specialization in the area of need, in collaboration with general education teachers to align and integrate with the standards.	General education teacher, in collaboration with school-based team members.	General education teacher in collaboration with support of school-based team members who have content knowledge and intervention expertise.	General educators, special educators, school-based team members and professional support staff with deep content knowledge and expertise implementing evidence-based interventions.
<b>Where Are Interventions Delivered?</b>	Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17).	Evidence-based instruction and support provided in the general education setting.		



**What Is “Special” About Special Education?**  
**Specially Designed Instruction for Students With Disabilities Within**  
**a Multi-tiered System of Supports**

	<i>Specially Designed Instruction</i>	Universal Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
				
<b>How Are Interventions and Services Documented?</b>	An IEP, which may include an intervention plan that specifies details of the interventions and is aligned with the goals and services of the IEP.	Differentiated instruction is documented through the lesson – planning process.	Progress Monitoring Plan (PMP), 504 Plan, Limited English Proficient (LEP) Plan, or other intervention plans when applicable.	
<b>What Legal Protections Apply?</b>	Procedural safeguards protect the rights of students with disabilities and their families.	No procedural safeguards unless 504 eligible.		
<b>How Are Learning Needs Accommodated?</b>	Accommodations specified by the IEP are provided so that students with disabilities can access information and demonstrate what they know and are able to do.	No accommodations unless 504 eligible or on an LEP Plan.		
<b>How Are Students Engaged and Supported in Learning?</b>	Universal Design for Learning, instructional scaffolds to bridge gaps and reduce or eliminate barriers to engagement, differentiation, and learning supports that reduce or eliminate barriers to learning.			
<b>What Is the Purpose of Assessment?</b>	The purpose of assessment depends upon the specific assessment questions to address student needs.			
<b>What Assessment Practices Are Relevant?</b>	Formative, screening, ongoing progress monitoring and diagnostic assessment including those required for instructional and eligibility decision making per IDEA. The frequency and depth of assessment practice increases as student need intensifies.	Formative, screening, ongoing progress monitoring and diagnostic assessment.		



## Technology and Learning Connections

*Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.*

### Integrating Universal Design for Learning (UDL) into Classroom Instruction

#### Overview

This is a 20 hour embedded professional development activity designed for teachers, school administrators, and district administrators. It starts with a 6 hour face to face professional development on Universal Design for Learning followed by on the job activities to achieve the total 20 hour credit. A description for a district Master Inservice Plan is attached.

#### Classroom

- Understand UDL Basics
- Create UDL Lesson Plans
- Evaluate Outcomes

#### School

- Observe Student Engagement
- Review School Policies & Procedures
- Evaluate Outcomes

#### District

- Analyze Tier 1 Student Supports
- Review District Policies & Procedures
- Evaluate Outcomes

## **Integrating Universal Design for Learning (UDL) into Classroom Instruction**

**SDE Component No:**

**Max. Points: 20**

**ENDS**

**Min. Points: 20**

### **Target Group:**

Developed by the Problem Solving/Response to Intervention Project, Florida Department of Education, this professional development activity is designed to provide an embedded professional development opportunity to teachers, school administrators, district administrators, and district staff who want to enhance instruction provided to students with disabilities and exceptionalities within the general curriculum. This component is intended to be completed in its entirety. No partial credit will be granted.

### **General Objectives:**

The focus of this professional development activity is to introduce teachers and administrators to the principles of Universal Design for Learning (UDL) as applied within a multi-tiered system of supports, and guide teachers and administrators through the stages of UDL implementation: exploration, preparation, integration, scaling up, and optimization. This 20 hour activity will focus on the use of UDL implementation to address district goals and objectives.

### **Specific Objectives:**

- Identify state and federal legislation that has affected the education of students with disabilities.
- Understand data-based problem solving within a multi-tiered system of supports.
- Understand how to design standards-based instruction with instructional scaffolding to support all students.
- Identify the three principles of Universal Design for Learning.
- Recognize strategies to support Universal Design for Learning implementation across all tiers of instruction.
- Identify high probability and high intensity barriers to student engagement and learning.
- Describe Universal Design for Learning strategies that address high probability and high intensity barriers to learning.
- Identify technologies that can be used to reduce or remove high probability and high intensity barriers to learning.
- Understand how to problem solve between tiers of instruction using Universal Design for Learning principles.
- Understand specially designed instruction and how it is infused throughout a multi-tiered system of supports.

- Compare and contrast specially designed instruction, accommodations, and Universal Design for Learning.
- Explore the five stages of Universal Design for Learning implementation at the classroom, school, and district levels.
- Understand how to evaluate the effectiveness of the use of Universal Design for Learning principles within classroom instruction.
- Understand how to evaluate the impact of Universal Design for Learning implementation when addressing goals and action steps generated from small group planning and problem solving processes.
- Explore strategies to scale up the implementation of Universal Design for Learning at the classroom, school, or district setting.

Upon completion of this component, participants will be able to:

1. Define and identify principles of Universal Design for Learning within all tiers of a multi-tiered system of supports.
2. Define and identify the five stages of Universal Design for Learning implementation at the classroom, school and district levels.
3. Develop lesson plans and instructional activities incorporating Universal Design for Learning principles.
4. Develop strategies and action plans for exploring the Universal Design for Learning framework, preparing, and integrating Universal Design for Learning principles at the classroom, school, and district levels.
5. Develop strategies for using Universal Design for Learning principles to address district goals and objectives.

### **Description of Activities:**

This is an embedded professional development activity that includes face-to-face time, online work, and on-the-job learning experiences. Participants will achieve mastery of the objectives by completing all of the components of this professional development activity in its entirety, which include the following activities:

1. Completion of a 1 day face-to-face training and all job embedded assignments throughout the school year.
2. Review all training content, related professional articles and websites.
3. Review assigned references and resources.
4. Complete hands-on Universal Design for Learning training activities.
5. Identify key terms and concepts of Universal Design for Learning.
6. Identify key terms and concepts of a multi-tiered system of supports.
7. Identify how the implementation of Universal Design for Learning principles can impact instruction within Tier 1, Tier 2, and Tier 3.
8. Complete a Universal Design for Learning implementation plan at either the district, school, or classroom level.

9. Complete all embedded activities to demonstrate understanding of strategies for designing a universal general education service that supports all students. Embedded activities are differentiated by:
  - Classroom – create, implement, and evaluate academic outcomes based on Universal Design for Learning principles.
  - School – observe (walkthroughs), analyze, and evaluate student engagement in the classroom. Review school policies and procedures that impact the implementation of UDL. Evaluate the effects of UDL implementation on district goals and objectives.
  - District – analyze and evaluate opportunities for supporting students with disabilities and all exceptionalities within a universally designed core curriculum. Review district policies and procedures that impact the implementation of UDL. Evaluate the effects of UDL implementation on district goals and objectives.
10. Complete activities and assessments to check understanding throughout all training components.

**Evaluation:**

Participants will complete printed and online surveys and assessments to check understanding throughout all training components. Online activity status reports will be completed for all embedded activities and will be rated according to reporting rubrics. Participants will evaluate the impact on district goals and objectives.

**Follow-Up Strategies:**

Following successful completion of all components of this professional development activity, participants will be required to develop a plan to scale up the implementation of Universal Design for Learning at the classroom, school, or district setting.

**Inservice Points**

Verification of completion of all training activities is required in order for a district to award 20 in-service points. This professional development activity addresses the instruction of students with disabilities and can be used to meet the 20 hour ESE recertification requirement if included in the district MIP and coded under Exceptional Student Education. It is the district's decision to determine which professional learning initiatives will be used to address the ESE recertification requirement. In-service points are awarded by the school districts through their Master In-service Plan.

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